

Preparing teachers to educate high-ability students: What deans should know

Nicholas Colangelo, Susan Assouline, & Maureen Marron

Belin-Blank Center for Gifted Education and Talent Development
College of Education
The University of Iowa

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The Need for a Focus on Excellence



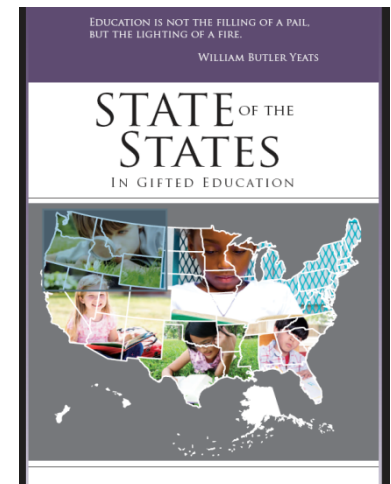
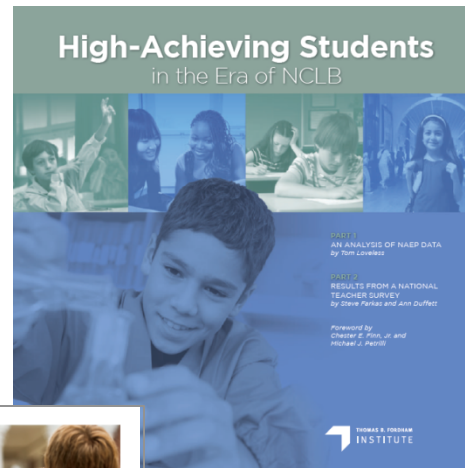
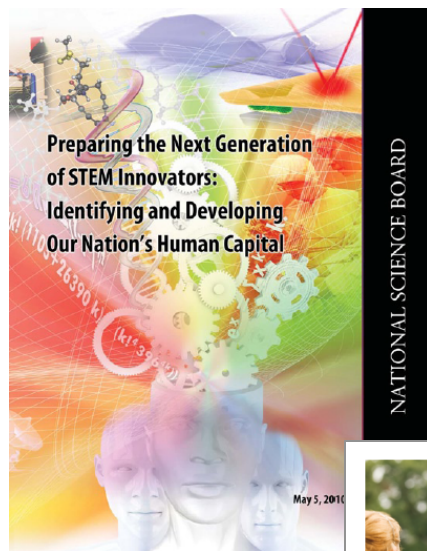
U.S. student performance on international assessments

Trends in International Mathematics and Science Study (TIMSS)

Programme for International Student Assessment (PISA)

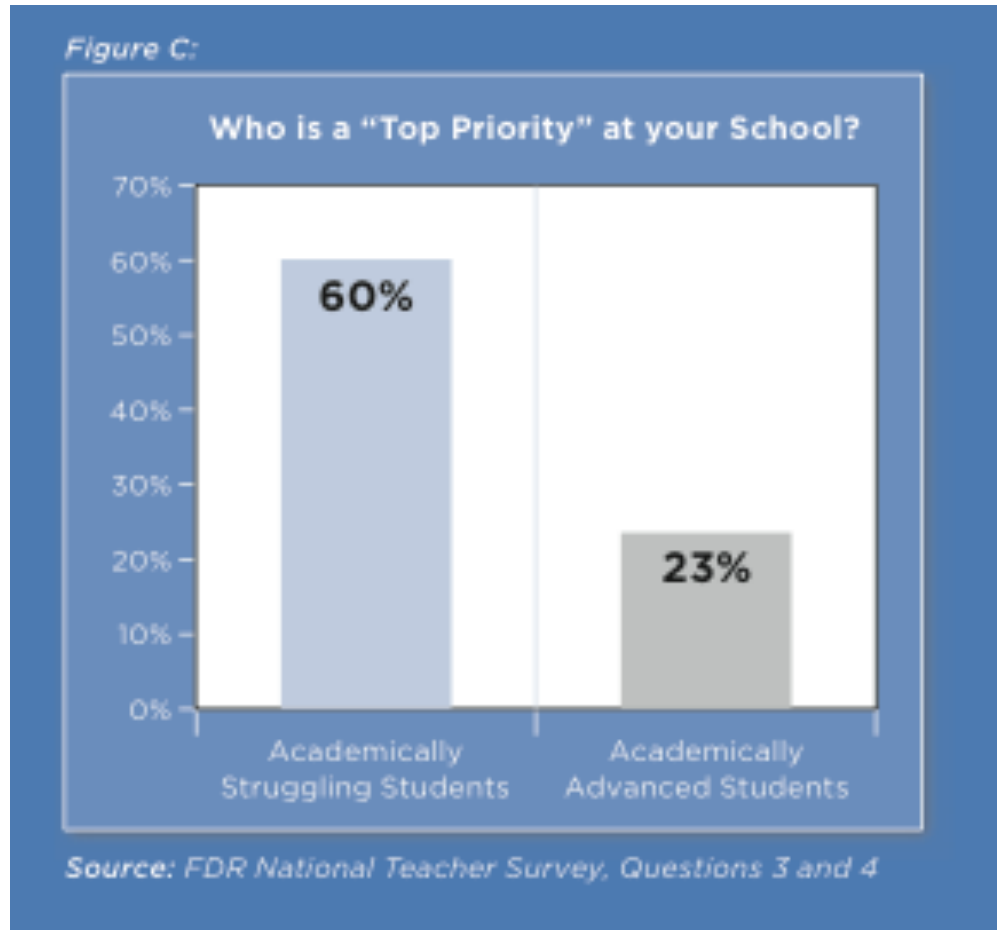


High-ability students show little academic growth and have few opportunities for talent development.



High-ability students in schools

“Teachers are much more likely to indicate that struggling students, not advanced students, are their top priority” (p. 3).

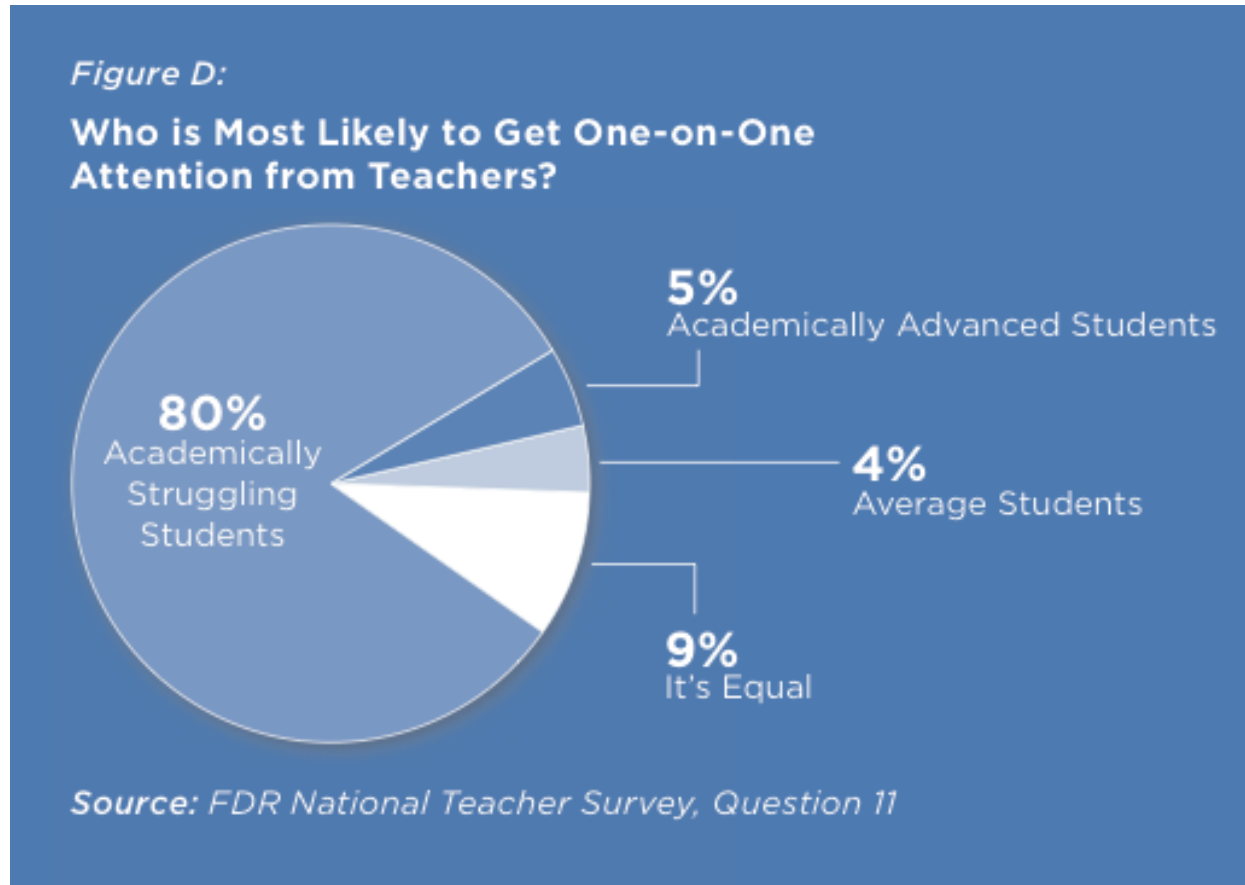


(Loveless, Farkas, & Duffet, 2008)



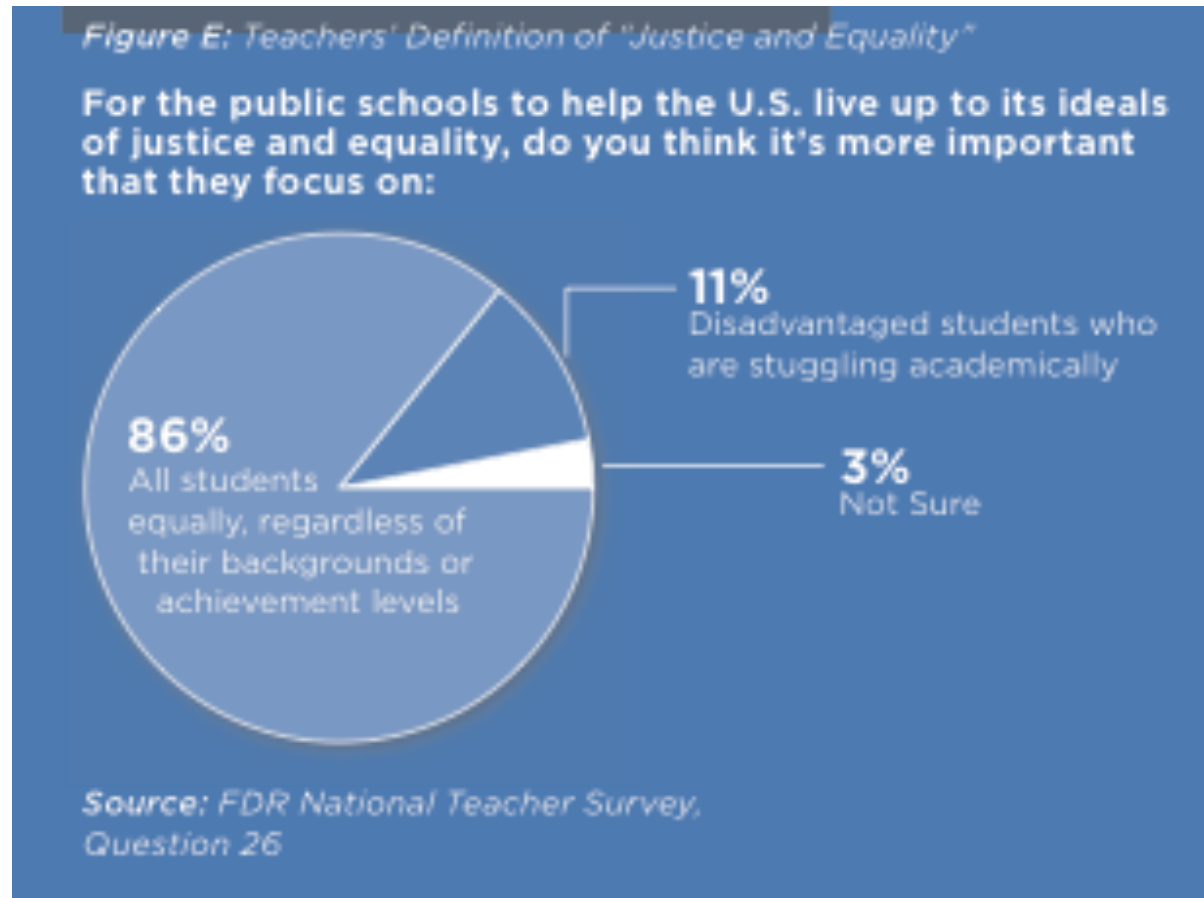
High-ability students in schools

“Low-achieving students receive dramatically more attention from teachers” (p. 3). (Loveless, Farkas, & Duffet, 2008)



High-ability students in schools

“Still, teachers believe that all students deserve an equal share of attention” (p. 3). (Loveless, Farkas, & Duffet, 2008)



What Role do Colleges of Education Have in Preparing Teachers To Educate High-Ability Students?



Does your College of Education...

- Offer a degree program in Gifted and Talented?
- Offer a minor (for undergrads) or specialization (graduate programs)?
- Have coursework to satisfy a state endorsement?
- Offer at least 1 lecture on GT education in an Exceptional Learners course?



University-based centers/programs of gifted education

The Connie Belin & Jacqueline N. Blank International Center
for Gifted Education and Talent Development

The University of Iowa

National Research Center on Gifted Education

University of Connecticut

Center for Gifted Education

The College of William and Mary

Programs for Talented Youth/Study of Mathematically
Precocious Youth

Vanderbilt University



University-based centers/programs of gifted education

Carnegie Mellon Institute for Talented Elementary Students
(C-MITES)

Carnegie Mellon University

Center for Talent Development (CTD)

Northwestern University

Center for Talented Youth

Johns Hopkins University

Talent Identification Program

Duke University

Academic Talent Development Center

University of California at Berkley



University-based centers/programs of gifted education

Gifted Education Resource Institute

Purdue University

The Center for Gifted Studies

Western Kentucky University

Center for Gifted Education

The University of Louisiana at Lafayette

The Texas Academy of Math and Science

University of North Texas



University-based centers/ programs of gifted education

Halbert Robinson Center for the Study of Capable
Youth

University of Washington

Curry School of Education

University of Virginia

Torrance Center for Creativity

University of Georgia

The Leta Stetter Hollingworth Center for the Study of the
Gifted

Columbia University, Teachers College



A Solution for High-Ability Learners from Gifted Education: Academic Acceleration



What is academic acceleration?

“Progress through an educational program at rates faster or at ages younger than conventional.” (Pressey, 1949)

“Acceleration practices involve allowing a student to move through traditional educational organizations more rapidly, based on readiness and motivation.”

(NAGC position paper, 2004)



Why accelerate?

It's a response to the **wide range of individual differences** in a classroom.

All students have the **right to learn** something new each day.

Acceleration can help provide high-ability students with the **opportunity** to develop their talents.

Research supports the **effectiveness** of acceleration for academic *and* social-emotional outcomes in the short term and long term.



Acceleration options: Two categories

Content-based acceleration

- students typically remain with peers of same age and grade for most of the day
- *examples:* dual enrollment, AP coursework, single-subject acceleration

Grade-based acceleration (“grade skipping”)

- students do not remain with same-age peers
- typically shortens the amount of time spent in K-12 schooling
- *examples:* grade acceleration, early entrance to school, early entrance to college



There is a disconnect between evidence and beliefs



Acceleration of gifted students

“The evidence I have seen indicates rather conclusively that gifted students who are accelerated get a better education than equally gifted students who are not accelerated.”

James B. Stroud (1957)
The University of Iowa



“No paradox is more striking than the inconsistency between research findings on acceleration and the failure of our society to reduce the time spent by superior students in formal education.”

M. J. Gold
Education of the Intellectually Gifted (1965)



“Acceleration is one of the most curious phenomena in the field of education. The research on acceleration is so uniformly positive, the benefits of appropriate acceleration so unequivocal, that it is difficult to see how our educators could oppose it.”

James H. Borland
Teachers College,
Columbia University (1989)



“There is little doubt that educators have been largely negative about the practice of acceleration despite abundant research evidence attesting to its viability.”

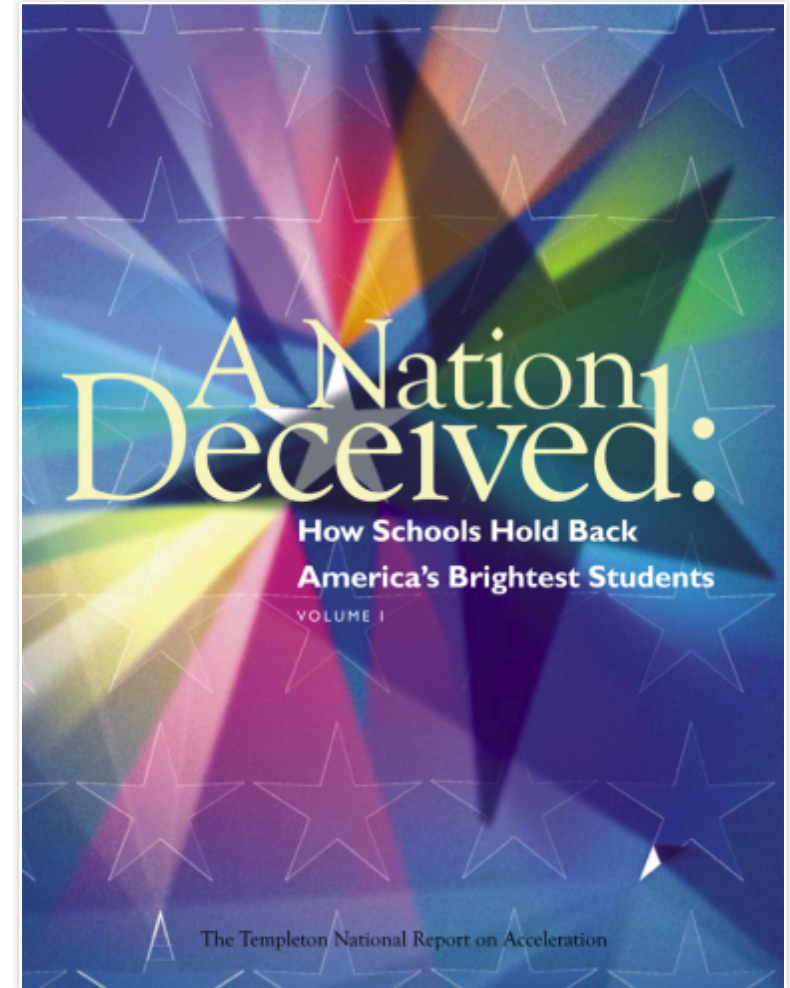
J. J. Gallagher
University of North Carolina - Chapel Hill
A Nation Deceived, Vol. II (2004)



Acceleration is effective

- Summary of 50 years of research
- Robust and consistent findings
- Positive academic & social effects

Discusses disconnect between research and practice



Academic effects

- Short-term (Kulik, 2004; Rogers, 2010)
 - positive outcomes
 - “No other arrangement for gifted children works as well as acceleration” (Kulik, 2004).
- Long-term academic effects (Lubinski & Benbow)
 - positive outcomes (academic, educational, professional, vocational)
 - “Intellectually precocious participants who experienced accelerated opportunities, view them positively well into adulthood” (Lubinski, 2004).



Profoundly gifted adolescents: 20 years later

- Webb, Lubinski, & Benbow, 2010
- The top 0.01%
- Students experienced considerable varieties of acceleration in pre-college years.
- Strong positive results in the follow-up studies.
- Students' only regret regarding acceleration: they wanted more in pre-college setting



Social effects of acceleration

- Effects are positive (there is no harm)

“None of the {accelerative} options has been shown to do psychosocial damage to gifted students as a group; when effects are noted, they are usually (but not invariably) in a positive direction.”

Robinson (2004)



Grade-Skipping

“Not only was academic achievement more positive for the grade skipped learners, but also their social adjustment and academic self-esteem were more positive.”

Karen B. Rogers
University of St Thomas (Minnesota)



Minority students and acceleration

- Project EXCITE results: favorable experiences and attitudes in acceleration in math, both students and parents
- Possible issues of peer pressure regarding advanced or accelerated work.
- African-American students in AP courses: positive experiences, benefits of formal support structures (Hertberg-Davis, Williams, & Callahan, 2010)



Why the disconnect?

- Not aware of the research
- Social-emotional adjustments
- Long-term effects
- Hurrying or pressuring children
- Status quo causes no harm
- Does not fit with personal preferences or political agendas
- Colleges of Education



Increasing Excellence: Schools of Education Working with Schools



What information, resources, or support would you (or your faculty) find useful?



Institute for Research and Policy on Acceleration (IRPA)

Belin-Blank Center for Gifted Education

The University of Iowa

www.accelerationinstitute.org

INSTITUTE FOR
RESEARCH AND POLICY ON
ACCELERATION

The Connie Belin & Jacqueline N. Blank International Center
for Gifted Education and Talent Development

THE UNIVERSITY
OF IOWA

Home

Resources

- IDEAL Solutions for Math Acceleration
- Iowa Acceleration Scale
- Math Acceleration Books
- Question & Answer
- PowerPoint
- Annotated Bibliography
- The Iowa AP Index

Policy

- Policy Guidelines
- State Policy
- District Policies

Research

Acceleration Stories

- Read
- Watch
- Share
- Find

A Nation Deceived

- Get the Report
- Comments

International

About Us

The Institute for Research and Policy on Acceleration (IRPA) is dedicated to the study and support of educational acceleration for academically talented students.

We serve educators, parents, students, administrators, policy makers...in short, anyone with an interest in learning more about why and how academic acceleration works for meeting the needs of high-ability students.



IDEAL Solutions® for Math Acceleration Launches

IDEAL Solutions® for Math Acceleration is a web-based system to determine readiness for acceleration in math. Learn more at <http://www.idealsolutionsmath.com>.



A Nation Deceived translated into 9 languages

Learn about and advocate for acceleration with this influential report. Download [A Nation Deceived](#) in English and nine other languages (Arabic, Chinese, French, German, Japanese, Russian, Korean, Hindi, and Spanish).

Print copies in English are [available](#).



Recommendations for writing an acceleration policy

Need help writing your school's acceleration policy? IRPA, NAGC, and the CSDPG offer recommendations in *Guidelines for Developing an Academic Acceleration Policy*. Read, download (in English and Korean), and request print copies of [Guidelines for Developing an Academic Acceleration Policy](#).



Making decisions about grade skipping with the IAS

Do you have a student that might benefit from grade skipping? The [Iowa Acceleration Scale \(3rd ed.\)](#) is an objective decision-making guide to help a child study team consider a student's readiness for grade-based acceleration.

Home

Welcome to IRPA



From Nicholas Colangelo, Director
Having trouble with the pop-up? [Watch it on YouTube!](#)

Notes from the Field

An acceleration policy and recommendations for acceleration are not intended to take the place of enrichment opportunities. Some students will be served best by enrichment, some by acceleration, and some by a mix of the two.

~*Guidelines for Developing an Academic Acceleration Policy*

Download *Guidelines* to learn more about acceleration policy.

Voices of Acceleration

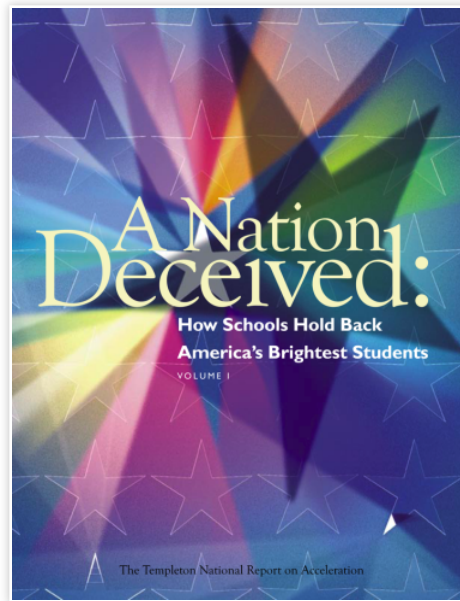


Sharaine Conner talks about her experiences with acceleration. [More video stories...](#)

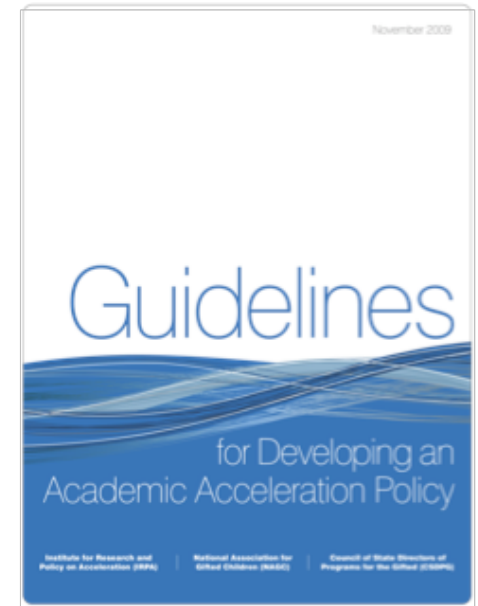


Policy and advocacy support for acceleration

A Nation Deceived



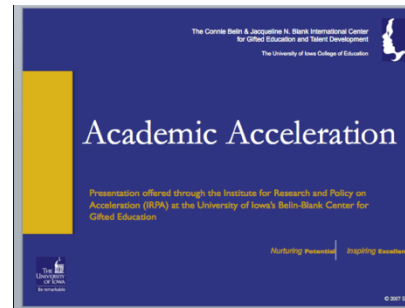
Guidelines for Developing an Academic Acceleration Policy



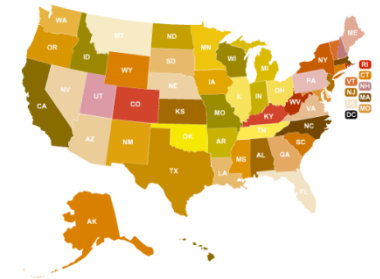
testimonials



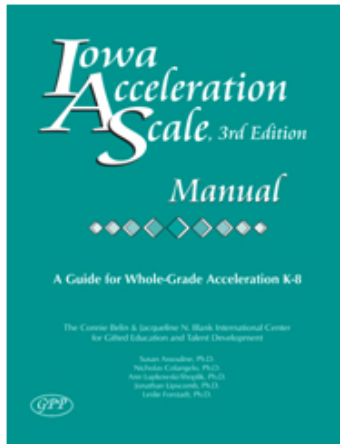
PowerPoint presentation



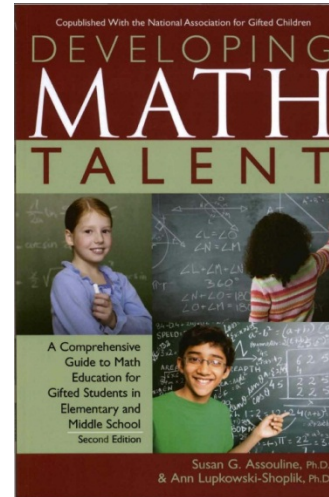
policy information



Tools & products for acceleration decisions



Iowa Acceleration Scale
for grade acceleration



Developing Math Talent
(2nd ed.) by Assouline &
Lupkowski-Shoplik

*IDEAL Solutions for Math
Acceleration*
(www.ideosolutionsmath.com)



“The root of excellence—from the Greek—is not, properly, to surpass others—or to be greater than they, but, rather, to rise up naturally, to raise—as a crop is raised. The oldest root in the word—from the Greek—is that for HILL.

Imagine that hill. It was not placed on the landscape to make the prairie feel flat. It was not raised to make the sky tremble. Its job is to be a hill. We do not know why, but we know a hill-less world would be unbearable.”

Jorie Graham

“A Call to Appreciate Excellence”

Vision, v. 5(1), p.7

1996 Pulitzer Prize in Poetry



Thank you.

Please feel free to contact us:

Nick-colangelo@uiowa.edu

Susan-assouline@uiowa.edu

